

703 KAR 5:230. Next Generation Instructional Programs and Support.

RELATES TO: KRS 158.6451, 158.6453, 158.6455

STATUTORY AUTHORITY: KRS 158.6453, 158.6455

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide assessment program that measures the achievement of students, schools and districts, complies with the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq., or its successor and ensures accountability. This administrative regulation establishes the program review requirements for district and school accountability.

Section 1. Definitions. (1) "Demonstrator" means a statement that illustrates what is happening in a school.

(2) "Field tested" means that districts use the program review tools in their schools for the purpose of establishing reliability and validity.

(3) "Next-generation instructional program and support" means the component of the accountability model that contains program reviews in arts and humanities, practical living skills and career studies, writing, K-3, and world language.

(4) "Standards" means the four (4) program review standards of curriculum and instruction, formative and summative assessment, professional development and support services, and administrative leadership support and monitoring.

Section 2. Next-Generation Instructional Programs and Support. Data from program reviews administered as required in KRS 158.6451 and 158.6453 shall be included in the next-generation instructional programs and support component.

Section 3. Field Testing and Public Reporting of Raw Scores. (1) Program reviews shall be field tested for the purpose of establishing validity and reliability and the results publically reported before inclusion in the accountability model.

(2) Beginning in the 2011-2012 academic year, field testing and public reporting shall be conducted in the following program review areas:

- (a) Arts and humanities;
- (b) Practical living skills and career studies; and
- (c) Writing.

(3) In the 2012-2013 academic year, field testing and public reporting shall be conducted in the area of kindergarten through 3rd grade program evaluation.

(4) In the 2014-2015 academic year, field testing and public reporting shall be conducted in the area of world language.

Section 4. Accountability. (1) After program reviews have been field tested to determine reliability and validity, program review scores shall be included in the accountability model.

(a) Beginning in the 2012-2013 academic year, the following program reviews shall be included in accountability:

- 1. Arts and humanities;
- 2. Practical living skills and career studies; and
- 3. Writing.

(b) Beginning in the 2013-2014 academic year, the following program reviews shall be included in accountability:

- 1. Kindergarten through 3rd grade program evaluation; and

2. The areas identified in paragraph (a) of this subsection.

(c) Beginning in the 2015-2016 academic year, the following program reviews shall be included in accountability:

1. World language; and

2. The areas identified in paragraph (b) of this subsection.

(2) Performance on program reviews shall be reported in next generation instructional programs and support as follows:

(a) Elementary, middle and high schools shall receive points at the demonstrator level within each of the four (4) standards of the program review;

(b) Each elementary, middle, and high school's points earned for each demonstrator shall be added together to achieve a total number of points for each standard;

(c) Each elementary, middle, and high school's points earned for each standard resulting from adding all points earned across demonstrators shall be added together to achieve an overall raw score for each program review; and

(d) A school's points shall be multiplied by the appropriate weight to determine program classification, in accordance with Section 5(1) of this administrative regulation.

Section 5. Weights. (1) The total number of points earned for each program review shall be weighted in the following manner:

Beginning with the 2012-2013 academic year:

Grade Range	Arts/ Humanities	Practical Living	Writing	Year 1 Total
Elementary	33.3	33.3	33.3	100
Middle	33.3	33.3	33.3	100
High	33.3	33.3	33.3	100

Beginning with the 2013-2014 academic year:

Grade Range	Arts/ Humanities	Practical Living	Writing	K-3	Year 2 and beyond Total
Elementary	25	25	25	25	100
Middle	33 1/3	33 1/3	33 1/3	N A	100
High	33 1/3	33 1/3	33 1/3	N A	100

Beginning with the 2015-2016 academic year:

Grade Range	Arts/ Humanities	Practical Living	Writing	K-3	World Language	Year 2 and beyond Total

Elementary	20	20	20	20	20	100
Middle	25	25	25	N A	25	100
High	25	25	25	N A	25	100

(2) If data cannot be calculated for any program review, the weights shall be redistributed proportionally.

Section 6. Classification of Schools. (1) The appropriate weights, in accordance with Section 5(1) of this administrative regulation, shall be applied to the school's raw score calculated to determine the school's classification in the instructional programs and support component of the accountability model as established in accordance with 703 KAR 5:200, Section 2(2).

(2) In accordance with KRS 158.6455, the Kentucky Board of Education shall amend this administrative regulation or promulgate a new administrative regulation to determine the placement of schools and districts into one (1) of three (3) classifications and the establishment of goals using a standard-setting process utilizing results from the first operational administration of new assessments in 2011-2012. The process shall:

(a) Be advised by the National Technical Advisory Panel on Assessment and Accountability; School Curriculum, Assessment and Accountability Council; and the Office of Education Accountability;

(b) Use accepted technical procedures and involve Kentucky school and district administrators and teachers; and

(c) Be reviewed by the Kentucky Board of Education. Following its review, the Kentucky Board of Education shall approve the final cut scores and goals that determine placement in one (1) of the three (3) classifications by administrative regulation.

(3) The final cut scores established for next-generation instructional programs and support shall classify schools and districts into one (1) of three (3) classifications:

(a) Distinguished;

(b) Proficient; and

(c) Needs improvement. (38 Ky.R. 711; 1332; eff. 2-3-2012.)